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AUTHOR Faibisoff, Sylvia G.
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ABSTRACT

This paper examines the functions and services of public, academic, special, and school libraries; identifies similarities and differences that might exist among them; looks at basic functions and how they relate to the characteristics of the library's clientele; determines to what extent the services have been cost-effective; and explores alternative sources and programs for present services. The shift of libraries from the concept of a library-centered organization to that of a user-oriented organization is emphasized. (Author/JAB)

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FUNCTIONS AND SERVICES OF LIBRARIES

by

Sylvia G. Faibisoff

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PERCEPTIONS OF FUNCTIONS

This paper proposes to examine the functions and services of all types of libraries; to identify similarities and differences that might exist among these types; to look at basic functions and how they relate to the characteristics of the library's clientele; and to determine to what extent these services have been cost-effective; alternative sources and programs for such services and the conditions and restrictions for these.

A sweeping survey of the literature indicates that unless libraries as presently constituted change, they are in imminent danger of disappearance. Spiraling costs, decreasing enrollments, deteriorating facilities, failure to respond to society's need for sources other than print to meet their user's needs and the library's failure to adapt to social and technological change have been among the causes proposed for lack of adequate funding and withdrawal of financial support. Of great importance is the concern that the library may no longer be considered a viable social agency.

Any one of the above reasons may have contributed to the problems libraries are facing. Paradoxically, at a time when information has been recognized as one of society's most priceless commodities, the primary resource for its dissemination, the library, may be losing its place in society. It has been suggested that libraries are losing this support because of their inability and failure to develop a broad concensus of function among themselves and their constituencies. This failure to define function is responsible for the stereotyped image of the library in the community; and, in turn, this stereotype has contributed to the public

withdrawal of financial support for library services.

What does the term function mean? It means "the action of performing or discharging some activity." For instance, "the sun has a great function to perform in controlling the movement of the whole system."(1) Seen in this context, does the library have a similar function in the community? The library has been called the focus of the community. What happens to the community if the library service disappears?

Services, in turn, should relate to functions and the services performed by libraries should help, benefit or assist society to function.

The public is generally unsure of the existence of multiple types of libraries and the multiplicity of publics served. The following table is an illustration of the types of libraries in the United States.

TYPES AND NUMBERS OF LIBRARIES IN THE UNITED STATES*

TYPE	NUMBER	PERCENTAGE	VOLUMES
Public libraries	8,504		
Branch libraries (city, county, regional systems)	5,477	48%	443,000,000*
University and college libraries	1,696		
Junior college libraries	1,129	10%	612,000,000*
Special libraries	6,563		
Law libraries - separate and in special collections	953		
Medical libraries - separate and in universities	2,112	27%	no estimate
Others (Armed services, special)	1,788	5%	
Total	29,345		

(*Bowker Annual 1977 p.258-259)
(*The National Inventory of Library Needs, Bowker Annual 1977 p.250-251)

The public has not been informed of the disparities in the size of collections; of the variations in the allocations of funds; and of the variety of services that might be offered in libraries other than their own.

It has been traditional for the public to view libraries as archival or custodial; a place to store and preserve books. At the same time, the public expects the library to provide and circulate reading materials for recreational, leisure and sometimes educational purposes; to answer reference questions; to serve children; to provide students with reading materials for school assignments; and more recently, to circulate framed pictures.

The libraries' conception of its function is far loftier. It sees its functions as follows:

--to provide society with an informal educational agency supplementing the formal public education system
--to provide the public with the resources required for self-development and for upward social and economic mobility
--to provide adults with alternative learning centers
--to provide materials to shape and preserve democracy
--to provide reading materials for educational, leisure and recreational purposes

The public has failed to recognize these functions because libraries have failed to convey the message; the public has taken libraries for granted; libraries have lived on their reputation as recreational, leisure and educational agencies; the public does not realize that there are so many different types of libraries.

It appears that the public has one concept of function and that libraries have another. The image that is created is dependent on the individual's association with a particular library.

Let us look briefly at the number of libraries to which the public may have been exposed at one time or another. There are approximately 29,500 public, college, special, law, military, medical and religious libraries in the United States -- and an additional 2,500 that are not even recognized since they have incomes of less than $2,000 per year and

book budgets of less than $500.[2] School libraries are not even included in this count and would swell the figure by adding several thousand more. (In 1975 it was estimated that there were 522 million volumes in 75,000 schools.)

Is it possible for these libraries to have a common function? In reviewing statements of function listed previously, several questions have arisen, namely:

--Can all types of libraries relate to these statements of function?

--How do different types of libraries relate to these functions individually?

--Are there agencies in the community that might be duplicating some of these functions?

--What would the impact of the withdrawal of any one function be on society?

--Do these functions justify continuing financial support on a local, state or federal level?

In an examination of how different types of libraries might relate to these functions, one might ask, for instance, do community, school and public libraries perceive their function as that of providing alternate forms of educational programs? Community college and school libraries can frequently demonstrate that they, like so many public libraries, fill this function by offering classes outside the formal educational program, English for functional illiterate and ethnic groups, gourmet cooking and mountain climbing.

Do community college and public library functions then overlap if both provide those courses? Should school and public library services for children be merged? What affect will this have on the public library budget; its function in the community? Or better still, is it possible for these different libraries to examine their statements of function to

determine if there are separate and unique responsibilities that they can both fulfill? Does the public library, that is separate from the public school system, have a better chance of attracting those members of society who have been alienated from formal education?

Most of the statements of function mentioned have been carried over from the nineteenth century and were formulated with a missionary or do-good objective in mind. It was believed reading maketh a good man; that by providing the public with books and reading, the community was paying for an agency and a commodity that would be far less expensive to support than a prison or reformatory. Reading did not produce the desired affect.

A COMMON STATEMENT OF FUNCTION

> The (function) of libraries and information centers is to meet the immediate and foreseeable information requirements of the greatest number of people...to eventually provide every individual in the United States with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural, and leisure time needs and interests, regardless of the individual's location, social and physical condition or level of intellectual achievement...(3)

The above statement of function formulated by the National Commission on Libraries and Information Science may provide all types of libraries with a common statement of function. It focuses on five elements:

--Information
--The user
--Access to information
--The right to information
--Equal opportunity

It moves libraries from a library-centered statement of function to a user-oriented statement of function; from providing the public with what has been traditionally offered to providing the public with information to meet its needs.

The use of the term "information" is particularly signigicant since it recognizes that information is a commodity, and as such, is one of the nation's major resources; as vital to its survival as energy.

"Information," states Hazel Henderson, a social scientist, "is the basic currency of all political and economic decision-making; the quantity and quality of information and the way it is presented are critical to all of society."(4)

There have been innumerable attempts to define "information," but none have been satisfactory. The term is used synonymously with "data" and "knowledge." For the purposes of this paper, Hammer provides a working definition. "Information" is something that can be "sold, given away, copied, created, stored, misinterpreted, distorted and stolen."(5) It is something that reduces uncertainty. Information as perceived today was not recognized as such in the past.

Information, then is a commodity; the library, a container of information. The diffusion and dissemination of information is a function that libraries can usefully provide; the citizen has a right to obtain information.

In the early seventies, Jesse Shera was asked to define the functions and purpose of libraries and his interpretation provided a twentieth century focus.

Many libraries were concerned that their functions were being usurped by the new communications media - films, newspapers, television, inexpensive paperbacks. Communication technology was a threat. To Shera, the library is but one element in the communication process providing resources that no other media could provide. It contains the records of man's past; his language, his culture. Without these records there is no way for

society to bridge the gap between its past and future.(6) Shera stated:

> "What then, may one properly ask, is the purpose of the public library?
>
> To answer such a question it is necessary to look first at the generic role of the library, what the library can and should do and what no other agency in society does, or at least can do as well.
>
> The function of the library, regardless of its nature or clientele, should be to maximize the social utility of graphic records for the benefit of the individual and, through the individual of society.
>
> The library, as a social invention, was brought into being because graphic records are essential to the development and progress of culture; hence, it is important that the citizen have access to those resources that will best enable him to operate effectively in his several roles as a member of society. The public library, as its name implies, has been predicated on the assumption that it could meet this objective for all strata of the population." (7)

Shera's concept, coupled with that of the National Commission on Libraries and Information Science may in the long run provide libraries with a statement of function that all libraries regardless of type can accept and utilize to promote public financial support.

AN OVERVIEW OF FUNCTIONS AND SERVICES UNIQUE TO DIFFERENT TYPES OF LIBRARIES

Public libraries:

In the late sixties, Knight listed the following responsibilities for libraries:

- --To support formal education from pre-kindergarten through graduate and professional schools
- --To sustain the increasingly complex operations of the government and the economy of the country
- --To provide opportunities for continuing self-education and re-training
- --To play a role in the reintegration into the society of groups now largely isolated and excluded by their lacks in education and training
- --To provide resources for an informed public opinion and personal, cultural and individual growth and individuation(8)

The Public Library Association of the American Library Association recently issued a mission statement that did not change the statements of function but indicated that these functions should be considered in relation to the following:

--an assessment of information needs

--an analysis of the adequacy of information resources available to meet the information needs of society

--an analysis of the current methods of storing and retrieving information

--the best means to provide optimum access to information

In this context, public libraries might then regard statements of function formulated in the sixties as goals; the basic function statement to provide the community with the informational resources that will fulfill these goals.

The Public Library Association urged public libraries not only to be responsive to the information needs of the community; but to become part of a national library network, formulate a national information policy, to change its image, and play a more active political and social role in the community.(9)

The following tables contain illustrations of user-centered programs. They define the many publics that the libraries are attempting to reach; to show some of their perceived needs; the types of services that might be provided and the types of libraries that might provide these services. They indicate that libraries are using print as well as non print.

Public library services fall into approximately five categories: bibliographic, civic and for want of a better term, specialized. Evaluation must be built into each plan of service to measure effectiveness and community need, and subsequently justify community involvement.

TABLE 1

SERVICES OF LIBRARIES BASED ON INFORMATION NEEDS OF THE GENERAL PUBLIC

Multiple Publics	Information Needs (A sampling)	Services	Types of Libraries that Might Provide Services
AGING*	Information about special needs in the areas of housing, income, employment, health care, nutrition.	Information about services available in the community for the aging.	Public Libraries
			Community College
	Pre-retirment information	Referral to community agences	
	How to use leisure time; how to live on a fixed income	Provision of informational materials, book programs, discussion programs on all aspects of needs.	
	Constructive attitudes toward aging	Informal adult education programs and classes	
		Provision of audio-visual materials, large print books, cassettes	
		Delivery of materials to homes, nursing centers; wherever the aged might be	
		Current awareness services	
		Research on the problems of the aging	Academic libraries
		Recognition of problems of the aging by adopting and publishing statements of need (Adult Services Division Statement on Responsibility of Libraries, for instance, 1971)	

* Genevieve M. Casey, "Library and Information Needs of Aging Americans," In Library and Information Service Needs of the Nation: Proceedings of the Conference on the Needs of Occupational, Ethnic and of other Groups." Washington, D.C., 1974.

TABLE II

SERVICES OF LIBRARIES BASED ON STUDIES OF INFORMATION NEEDS OF THE GENERAL PUBLIC *

Multiple Publics	Information Needs A Sampling	Services	Types of libraries that Might provide Services
ETHNIC GROUPS Mexican Americans American Indian Puerto Ricans BLACKS Asian Americans European Ethnic Groups	Need to move from unskilled to skilled jobs Suffer from lower paying jobs Need for upward mobility Acculturation Legal and political rights Health care, housing, family planning Welfare Ethnic and Cultural history Child care	Provision of native language materials Bi-lingual staffs Informal education programs on careers skills reading programs Information resources on American and native country culture Information and referral to appropriate agencies for personal needs--health, housing legal advice, employment, etc.	Public Libraries Community Libraries
HANDICAPPED Blind and visually handicapped Motor disturbances Physically handicapped	Needs are those of the general public	Support appropriate legislation to provide services for handicapped, i.el. Education of All Handicapped Children Act, 1975 Provide transportation Provide information materials in braille, large print, opticon readers. Human readers Provision of new equipment--opticon readers Referral to appropriate agencies Provision of ramps and other institutional conveniences for ease of access to libraries & information centers	Public libraries Outreach & extension State Libraries Community college librarie Academic libraries National library

* Information is based on studies of Conference on the Needs of Occupational, Ethnic and other Groups in the United States. Washington, D.C. 1974 and ALA Yearbook 1977

SERVICES OF LIBRARIES BASED ON INFORMATION NEEDS OF THE GENERAL PUBLIC *

Multiple Publics	Information Needs A sampling	Services	Types of Libraries that Might provide Services
CUPATIONAL GROUPS Craftsmen; skilled labor; Supervisors, Foremen, Manager, administration, Sales People, Technicians (Blue collar; white collar) (Women)	Improvement of skills. Career opportunity Decision making Industrial technology; changes Marketing information Management skills Social/economic information Insurance programs Legal information Laws Retirement (A major field requiring many studies)	Vocational and technological information. Career corners Informal educational classes & group programs Referral to formal school programs Collections of appropriate state, federal and local laws Bibliographic services Business and management staff specialists	Public libraries Municipal reference Separate business collections Community College libraries Special libraries Academic libraries; special divisions in business and public administration
VERNMENT OFFICIALS	Information for decision making Local, state and national laws Information relative to any bills under discussion Information about the community (More study needed)	Collections of laws, government documents Information and resources relative to the community Computerized reference searches on complicated issues Informational resources relating to government. Newspaper collections; archives Legislative reference service	Public libraries (all types of libraries can serve as input centers) Academic libraries State Libraries National Libraries
MEN	Legal rights Career opportunities Homemaking information Consumer information Health care, family planning Recreational Training	Informational resource materials Informal training programs Discussion groups Meeting rooms	Public libraries Academic libraries

* Information based on studies of the Conference on the Needs of Occupational, Ethnic and other Groups in the United States. Washington, D.C. 1974

SERVICES OF LIBRARIES BASED ON INFORMATION NEEDS OF THE GENERAL PUBLIC *

Multiple Publics	Information Needs (A sampling)	Services	Types of Libraries that Might provide services
INSTITUTIONALIZED Sub-groups- Chronically ill Mentally handicapped Dependent and neglected children Juvenile delinquents Prison inmates	In some cases the same as the needs of the general public Complex. Requires intensive study	"Specially trained staff able to deal with psychomotor needs, motivational levels, learning rates of the patients." Special facilities--properly arranged... Variety of planned activities Audio visual materials Inter-personal involvement	SPECIAL LIBRARIES PUBLIC LIBRARIES
PROFESSIONAL AND TECHNICAL Sub-groups Doctors Lawyers Nurses Engineers Scientists Business and industrial community Social scientists	Current information on field of specialization Selective information Literature searches Contacts with other experts (Just a sampling. Hundreds of information studies discuss motivation, information seeking behavior learning needs) Also same needs as general public Leisure and recreational needs	Computerized literature searches Current awareness services Rapid delivery of material Interlibrary loan Bibliographic information relative to all fields	PROFESSIONAL Libraries MEDICAL LAW ENGINEERING ETC. ACADEMIC LIBRARIES SPECIALIZED COLLECTIO SPECIAL LIBRARIES NATIONAL LIBRARIES National Library of Medicine National Library of Agriculture PUBLIC LIBRARIES

N.B Note that students, children and many other groups needs have been omitted because of limitations of size of this paper.

*The content of these charts is based on the findings of the Conference on the Needs of the Occupational, Ethnic and other groups in the United States/ Washington, D.C. 1974

Some questions that might be raised:

EDUCATION:

--What types of educational programs should be undertaken in-house for children and adults?

--When is it more appropriate to refer the public to other institutions?

--Does the staff have the expertise to undertake the program?

--Does the library have the appropriate informational resources? Tools?

--Will the public be deprived if the program is eliminated?

--How can it be evaluated?

--Does it meet a need?

BIBLIOGRAPHIC:

--To what extent are in-house resources adequate to meet the information needs of the user?

--At which point should the library turn to computer generated devices to retrieve information?

--To what extent should the local library become involved with other library systems and cooperative networks to meet these needs?

CIVIC AND CULTURAL:

--Traditionally libraries have provided meeting rooms for local civic groups. Are these adequate?

--Should this type of facility be provided? Are alternate facilities available?

--What types of information resources can be appropriately provided? Exhibits? Conferences?

GUIDANCE AND ADVISORY:

--Involves not only bibliographic advice, that is reading lists, best books, etc., but non-bibliographic referral to social agencies. To what extent should the latter be extended? What types of caveats are in order?

--Is responsibility of a referral nature?

--Has the library compiled lists of human resources and agencies needed by the community?

SPECIALIZED:

--Services to the blind; physically handicapped; deaf have become traditional; what other services can be supported on the local level?

--What is responsibility toward institutionalized? Hospitalized? Shut-ins?

READY REFERENCE:

--Answers to quick queries a standard service.

ENTERTAINMENT:

--Books, non-books, films, etc.

It is extremely important that none of these services be interpreted as either missionary or do-good, but as real needs of society. In a recent article libraries were concerned that their services to the disadvantaged were not cost effective. It is equally important that the public be made aware of changes in functions and services.

Although it may be unrealistic to assume that the present structure of the public library will change immediately, it is evident that public libraries are flexible enough to change their attitudes and will adapt to the changing communication and technological environment.

ACADEMIC LIBRARIES

One might assume that academic libraries would not be facing the financial problems faced by the public libraries; that it would be possible to more easily define their functions and services.

However, recently, a newspaper article stated that "after years of fighting financial problems, bad publicity and conservatives, _____ College, an avant garde school born in the tumultuous 1960s closed without any warning..."(10) Since 1968 about 75 colleges in the United States have closed and with them their libraries.

The academic scene has changed. There is no one type of academic college, but there are public as well as private liberal arts colleges, strong state universities (many former teacher's colleges), community and junior colleges, black colleges, specialized professional schools and universities without walls.

The student body is larger and more varied than prior to World War II. At least eleven million students are enrolled in academia. They vary in age, purpose, maturity; the academic library must deal with the most immature student to the most sophisticated researcher.

In the past three decades, with the increase in enrollments, the emergence of new disciplines, and intensified research activity, changes have taken place not only in the volume but in the kinds of informational resources collected by academic libraries.

The function of the academic library is to serve as the major cultural and educational resource for the entire academic community. It provides informational resources pertinent to all fields of study in the parent institution. It is responsible for collecting materials of importance for scholarship and research. The strength of the academic library is in its collections. Currently, the combined resources of all academic libraries exceed those of the public libraries by approximately two million volumes (612,000,000 compared with 443,000,000).(11) The quantity and the quality of these collections have made them a major national informational resource. The resources are increasingly accessed not only by other academic libraries, but by public, special and science libraries as well.

By the end of the twentieth century, according to Jerrold Orne, academic libraries will be viewed as <u>information utilities</u> and <u>learning centers</u> serving the needs of all society.(12) This extended function has

already been adopted by many state supported institutions. The University of Illinois, for instance, has stated that the function of its library is to serve the information needs of the institution and society.

The services provided by the academic libraries, that is bibliographic, reference, and instruction in the use of the library, are geared to the needs of students and faculty. If academic libraries are to extend these services to off-campus individuals and other types of libraries and community organizations, then additional staff, funding from sources other than the parent organization, and an even more critical analysis of the services that are offered will be required. Many academic libraries are already suggesting that alternate sources of funds must be provided by off-campus users. Fees for interlibrary lending have become traditional; the imposition of fees for computer based searches a reality; and the possiblity of charging for other types of reference services may be under examination.

An issue that academic libraries may have to face is that of changing attitudes toward access to their collections. Faculty have traditiionally held a proprietary attitude toward their collections; outside use not only endangers the collection, but might in the long run short-change their own students and needs. The faculty and administration must be convinced that sharing is part of the university's responsibility to society; that alternative solutions must be found to maintainthe integrity of the collection.

The academic library is already serving the needs of open-university students. According to John MacDonald, Director of Libraries at the University of Connecticut, in the future, these libraries can also look forward to providing services for shut-ins and other unserved in society. In order to do so, these libraries will have to investigate alliances with public libraries to overcome obstacles of effective delivery of information services off-campus.(13) Viewed

this perspective, the extension of funding becomes more acute; the need for clearly defined guidelines for services that can best be performed by public, academic and other types of libraries is accentuated; and judicious decisions should be made regarding the best use of the current computer/communication technology for storing, retrieving and delivering information.

SPECIAL LIBRARIES: In the early twentieth century, one librarian noted that it was the function of the public library to provide books; of the special library to provide information. The function of special libraries is still that of providing information.

The advantage of the special library over the public library, is that it serves a clearly defined specialized clientele in business, industry, government, the professions and research. Their community of scientists, congressmen, engineers, educators, doctors, lawyers generally can define their needs and generally know where and how to get it. This clientele demands information that is timely, conveniently packaged, and delivered as needed for research, decision making, and other specified purposes.

Special libraries have been in the forefront in conceptualizing information as a commodity. They have had to provide specialized informational resources and services, generally in the form of extensive literature searches, to meet the information needs of their users. They have stimulated study of how information is sought; patterns of information seeking behavior. They have used computer technology to retrieve infromation from machine readable files and have recognized the importance of evaluating the effectiveness of their services to their clients. They are concerned with relevance, cost/effectiveness of their services. The specialist, in turn, recognizes the importance of the information that is being sought. The ability to retrieve patent information will save a company time and money if it had planned to work on the same device.

It is not surprising that other type. of libraries have looked at developments in the special library field with interest; or that other types of libraries have encouraged these institutions to become members of cooperative library systems so that their specialized resources and expertise in the production and utilization of informational resources can be exploited. Special libraries have been cooperative and responsive and are gradually extending the use of their resources to society.

SCHOOL/MEDIA CENTERS: The basic function of the school/media center is to provide the instructional materials needed to support the elementary and secondary school curricula; to provide students with materials needed to effectively perform in the classroom and society; to provide teachers and administrators with the materials required for the effective performance of their jobs. Unless the informational resources required for effective teaching are provided, the students and the taxpayers lose out.

Unfortunately, it is not possible within the limitations of this paper to do justice to the issue of function of the school library. The National Inventory of Library Needs indicates that these centers do not have the resources needed to meet the totality of information needs of the school community. In addition to staff, facilities and operational expenditures, these centers lack millions of volumes of print materials and innumerable items in audio visual materials.

It was pointed out earlier in this paper, that alternative solutions are being explored by the public libraries and schools vis a vis service to students and children. Both appear to have overlapping functions and duplicate services. Both types of libraries must come to grips with a clearly defined statement of function and responsibility in order to obtain more substantial levels of support.

CONCLUSIONS AND OBSERVATIONS

Since World War II libraries have been in transition moving from the nineteenth century conceptualization of function to a twentieth century one, and contemplating what their function and form may be in the twenty-first century.

To the general public, the transition may not always be obvious. A new building may have replaced an old Carnegie structure; modern stuffed furniture, the hard backed chair. Print is still the major part of the collection. Evidence of change may be an automated circulation system in place of the library stamp; a microfiche reader to automatically help locate any book in or out of the library; computer equipment - a terminal - to retrieve bibliographic information; story-telling on cable TV. Nevertheless, the public still appears to have a century old concept of the library as primarily a recreational and reading center. This is not enough to justify alequate support.

Libraries have to meet the challenge"not only of redefining their jobs" (14) but also of "sustaining and enhancing the present public libraries (and others) as accessible storehouses of public knowledge vital to achieving the desirable goals of the whole of society." (15) In order to accomplish these goals, the following actions are among the few that should be undertaken:

-- Improvement of public relations:
   Make libraries relevant to the needs of all segments of society
   Revise century old concepts of libraries
   Libraries must move from institutional focus to user oriented focus

-- Convince society that knowledge and informational resources are as important as human and natural resources

-- Redefine the functions of the libraries
   Provide services to which the user can relate
   Assure the taxpayer of the benefits that can be expected from libraries; of the losses that would occur without them

-- Evaluate services
   Develop criteria for measurement of relevance of services
   Determine cost/effectiveness and cost/benefit of services

-- Consider alternatives to local tax support
  Seek grants from private and government agencies
  Encourage state and federal legislation to equalize inequities in funding throughout the country
  Consider feasibility of imposition of fees (16)
  "Develop a rational support structure for libraries."
  Improve local support base

-- Consider alternative modes of obtaining information for user
  Explore possibilities for regional, state and national linkage with other libraries and agencies

-- Provide instruction in the use of libraries

-- Technology
  Make the best use of computer/communications technology to provide the user with access to resources not available on site

-- Futures planning

Individual libraries may subscribe to changes in the definition of function and services, but no one library can be responsive to social and technological change without working within a cooperative and coordinated regional and statewide framework. The very nature of the communication/computer technology requires person to person, person to machine and machine to machine interaction. Within New York State, a state library agency has already been established to assist libraries to coordinate their informational resources and services. In this brief overview of the functions and services and re-defintion of the function of libraries, it has not been possible to probe into the directions that the state should take. However, New York State as well as other states must recognize that they must assume additional responsibilities providing funds to support local programs, particularly in community analysis and studies of information needs; in securing legislation that will eliminate inequities in local support of libraries; to assist in the development of a statewide information planning program; to help in articulating the state's program with a national information program...to help develop a total information program that can no longer be confined to a local jurisdiction.

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Notes on Author

Sylvia G. Faibisoff is a librarian and information scientist currently serving as Associate Professor, Graduate Library School, University of Arizona. Dr. Faibisoff has had a wide and varied professional career and has held the following positions: Head of the Central Serials Record Department, Cornell University Libraries, Executive Director of the South Central Research Library Council, and Assistant Professor, Graduate School of Library Science, University of Illinois. Dr. Faibisoff has been a consultant and research fellow, for the Center for the Study of Information Education, Syracuse University.